



'We can and we will'

GLEBE PRIMARY SCHOOL

PERSONAL, SOCIAL, HEALTH, ECONOMIC EDUCATION POLICY

Mission Statement:

At Glebe Primary School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

Aims

At Glebe, it is our intent to provide all children with a broad and balanced curriculum that aims to assist the children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy happy relationships.

Our Personal Social Health Education (PSHE) programme of study consist of three main core themes.

Health and Wellbeing

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Relationship Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Living in the wider world

- Rules and responsibilities
- Belonging to a community
- Respecting and protecting the environment
- Money and finance
- Making informed choices

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- Media literacy and digital resilience

Please consult our Relationship and Sex Education (RSE) policy for details on our approach for the RSE strands of PSHE.

Delivery of PSHE

At Glebe, children's wellbeing, happiness and safety are our first responsibility. We are committed to promoting a safe and healthy lifestyle. Our PSHE (Personal, Social, Health and Economic) education programme helps children to develop and acquire the knowledge, skills and attributes they need to keep themselves healthy and safe. PSHE provides the children with the building blocks for them to develop healthy, respectful relationships, focussing on family and friendships, in all contexts, including online. PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By teaching our pupils to stay safe and healthy, and by building their self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils. Our programme is set within a moral framework and is matched to the pupils' level of maturity.

Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is split into three areas:

- making relationships
- self-confidence and self-awareness
- managing feelings and behaviour

The school fosters and develops relationships between home, school and local community. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

Key Stage 1 and Key Stage 2

Within Key Stage 1 and Key Stage 2, our PSHE lessons are more structured and follow the scheme of work that is in place. Our PSHE programme follows the three core themes which have been adapted to suit the needs of the children at Glebe. However, we also have a flexible approach towards our PSHE lessons and if there is an issue that has been raised nationally, within the school, year group or class, we adapt the PSHE for that week to fit the needs of the cohort. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

In addition to our PSHE programme we have stand alone PSHE lessons such as:

- specialised assemblies
- PSHE whole school events e.g. Anti-Bullying Week, Mental Health Awareness week, Road safety week, etc.
- Circle times

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- Pastoral care and guidance
- Visiting speakers

Teaching Strategies

We take into account different learning styles in line with our Teaching and Learning Policy and tailor our learning programme accordingly:

- Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time, case studies and discussion groups;
- The programme will be taught through a range of teaching methods, including poems, posters, stories, DVDs etc;
- We follow the guidelines for Equal Opportunities and Inclusion;
- We set ground rules at the start of a lesson to reduce anxieties and embarrassment when discussing such issues as puberty. For example "No one (teacher or pupil) will have to answer a personal or embarrassing question. Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way. "
- We can use distancing techniques with role play to help pupils act out situations with invented characters, appropriate videos and theatre groups to help pupils discuss sensitive issues and develop their decision-making skills in a safe environment;
- If necessary teachers also need to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.')
- It is important that children feel able to ask any questions that they wish and that their questions are valued. We will allow children to raise questions and will use an "Ask It Basket" system in each class. Children can ask questions by writing questions and posting them in the box;
- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting;
- Teachers should remind children that they are not to ask personal questions about them or their life choices;
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that they both research this later.

High standards are set within PSHE. Each individual is ensured access to a full and varied programme of activities, no matter their learning style, special educational need, social or cultural background, ability or behaviour. Each child and their opinions is equally heard and respected. Knowledge and skills are imparted in a way that suits children's prior understanding and attainment level and tasks and materials are adapted as appropriate so that all pupils are able to achieve and progress.

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British Values

At Glebe, British Values are promoted in all areas of the curriculum, including in PSHE. The PSHE programme of study at Glebe has strong links to the following British Values:

Democracy - Children acquire a broad general knowledge of and respect for British institutions and laws. They learn support for participation in the democratic process.
The Rule of Law – Children distinguish right from wrong and respect both civil and criminal laws.

Individual Liberty – Children are aware of their rights as enshrined in law and of their responsibilities as citizens.

Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Children acquire an appreciation for their own and other cultures.

Monitoring and Evaluation

The PSHE co-ordinator, with the support of the Senior Leadership Team, is responsible for monitoring and evaluating provision in PSHE. They will support colleagues in delivering PSHE by sharing good practice, providing resources and training and providing a strategic lead and direction for PSHE in the school. All staff are responsible for identifying weaknesses and areas for further development within the curriculum area. The PSHE policy will be evaluated according to the school policy renewal schedule.

Reviewed: November 2020

To be reviewed: November 2022